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ABSTRACT

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester (5, 9-week periods) administrative organization of Dade County Schools. The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to the described course of study: psychology. The course is described as a survey of Psychology from pre-history to present day, a comparison with other methods of finding reasons for man's behavior, and in examination of the spectrum of psychological methods and fields currently in existence. The guide is divided into a broad goals section, a content outline, objectives and learning activities, and materials. Some of the goals are the ability to differentiate between science and pseudo-science to explain how psychological techniques may be applied to solving problems of every-day life. The four units, one for each broad goal, are outlined in columns which indicate specific topics, behavioral objectives, learning activities, and references to materials. Appended are an outline of contemporary fields of psychology, suggested grading techniques, and recommended and suggested resources. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/DJB)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**

Social Studies: INTRODUCTION TO PSYCHOLOGY 6427.01

DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES
INTRODUCTION TO PSYCHOLOGY

6427.01

by

Richard Ladwig

and

Spero McConnell

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A SURVEY OF PSYCHOLOGY FROM PRE-HISTORY TO PRESENT-DAY. A COMPARISON WITH OTHER METHODS OF FINDING REASONS FOR MAN'S BEHAVIOR. THE COURSE WILL EXAMINE THE SPECTRUM OF PSYCHOLOGICAL METHODS AND FIELDS CURRENTLY IN EXISTENCE.

CLUSTER: Behavioral studies
GRADE LEVEL: 10-12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

57 COURSE RATIONALE: With conceptual insights into the behavioral sciences not only being desirable but indeed essential for effective living, this course hopes to stimulate the student toward further inquiry into the psychological sciences. As a result of this course the student should realize that there are a myriad of unanswered questions about human behavior.

COURSE GOALS:

1. THE STUDENT WILL DISCOVER THAT THERE HAVE BEEN, AND STILL ARE, MANY DIFFERENT WAYS TO EXPLAIN MAN'S BEHAVIOR.
2. USING THE SCIENTIFIC METHOD, THE STUDENT WILL : (a) DIFFERENTIATE BETWEEN SCIENCE AND PSEUDO-SCIENCE.
(b) ASSESS THE DIFFICULTY AND PLEASURE OF STUDYING HUMAN BEHAVIOR.
3. THE STUDENT WILL DESCRIBE THE FIELDS OF PSYCHOLOGY AS THEY EXIST TODAY: THEIR HISTORY, POSSIBLE CAREERS, NECESSARY TRAINING, AND APPLICATION TO THE STUDY OF BEHAVIOR.
4. THE STUDENT WILL EXPLAIN HOW PSYCHOLOGICAL TECHNIQUES MAY BE APPLIED TO SOLVING PROBLEMS OF EVERYDAY LIFE.

COURSE CONTENT OUTLINE:

I. "Why People Behave as They do?"

A. Internal Reasons

1. Heredity
2. Responses to Environment

B. External Reasons

1. Social Pressures
2. Gods, Stars, and Destiny
3. Drugs

II. History of Man's Search for Why

A. Religion

1. Judaeo-Christian

- a. Devil
- b. Pre-destination

2. Eastern (Hindu-Buddhist-Taoist)

- a. Re-incarnation
- b. Non-interference

3. Greco-Roman

- a. Fate
- b. Machinery of the Gods

B. Quasi-Religions

1. Voodoo
2. Witchcraft

C. Pseudo-Sciences

1. Numerology
2. Phrenology
3. Astrology
4. Graphology
5. Palmistry

D. Searching Chemically

1. Drugs
2. Alcohol
3. Foods

III. Scientific Method

A. Historical Development of the Scientific Method

B. Development of Psychology and Psychiatry

1. Identification and Treatment of Odd Behavior
2. Freud, His Followers and the New-Freudians
3. Behaviorists
4. Humanists

C. Methods Used in the Behavioral Sciences

IV. Psychology Today

A. Fields of Work

B. Training Required

C. Resources Available to Public

1. Testing
2. Therapy
3. General Growth Counseling

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHY PEOPLE BEHAVE AS THEY DO Man's search for answers to questions about his behavior has led to a variety of explanations. In his quest he has looked for: A. Internal Reasons 1. Heredity 2. Responses to the Environment B. External Reasons 1. Social Pressure 2. Gods, Stars, and Destiny 3. Drugs	Given data about man's search for understanding human behavior the student will: A. List possible reasons for various aspects of his own behavior. B. Classify or group these reasons under several headings, for example, internal and/or external. C. From the groups listed the student will explore by reading and research the category in which most of his reasons may be classified. D. The student will compare internal with external reasons for explaining behavior.	1. If students are seated by choice: Ask each student to list on paper the reasons he sat in that seat. Answers are then given to the instructor who lists each one, without value judging on the chalk board. An attempt should then be made to categorize the responses by some common denominator (see concepts). 2. Alternative questions could include: "Why are you taking this course?" or "Why are you dressed as you are?" or simply "What makes people behave as they do?" 3. Have students do some basic research on the reason which he selected as most important in explaining his behavior. Teacher must be prepared to make resources available: Use of library; appropriate textbooks; readings. Readings in the textbook should cover chapters on heredity and environment (Chapter 9 of Engle's <u>Psychology</u>); plus topics pertaining to external explanations of human behavior (Chapter 17 of Engle's <u>Psychology</u>). 4. Efforts should be made to obtain some of the films listed below. These films might be used as springboards or culminating activities. A. <u>Black and White Uptight</u> and/or <u>The Hopi Indians</u> might be used for environment reasons. B. <u>Hereditary Basis of Evolution</u> and/or <u>Heredity and Environment</u> for internal reasons due to heredity. C. <u>Civil Rights Movement</u>: The <u>Personal View</u> and/or <u>Hooked</u> and/or <u>Marijuana</u> and/or <u>Red, White, and Blue</u> are suggested for external reasons due to social pressure or drugs. D. Films on Greek Mythology; Elmer Gantry; or <u>I Have a Dream</u>; <u>The Life of Martin Luther King</u>, are suggested for external reasons due to gods, destiny, or stars.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Evaluate students through small group discussion, not formal reports or written tests. In discussion have students share the results of their reading stressing the objectives of the unit. 6. Alternate grading techniques are suggested in the Appendix (II). 7. The following filmstrips might be utilized at this point or in other areas of the unit: <u>Personal Commitment: Where Do You Stand?</u> <u>The Alienated Generation</u> <u>Dare to be Different</u> <u>Your Personality: The You Others Know</u> <u>I Never Looked at it that Way Before</u> <u>The Tuned-Out Generation</u> <u>Values for Teenagers"</u> <u>The Choice is Yours</u> All are sound filmstrips from Guidance Associates

GOAL: USING THE SCIENTIFIC METHOD, THE STUDENT WILL: (a) DIFFERENTIATE BETWEEN SCIENCE AND PSEUDO-SCIENCE.
 (b) ASSESS THE DIFFICULTY AND PLEASURE OF STUDYING HUMAN BEHAVIOR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HISTORY OF MAN'S SEARCH FOR WHY Religion has been a way to explain man's behavior. 1. Judeo-Christian 2. Eastern (Hindu-Buddhist-Taoist) 3. Greco-Roman	A. The student will demonstrate (by report, research paper, discussion) how different religions have explained the same behavior.	1. Have students investigate by book, magazine, or direct contact with a religious representative the answer to a simple, but thoughtful example of human behavior. Example: How does the Judeo-Christian belief of sin differ from the Eastern religions (Hindu-Buddhist-Taoist) belief? Teacher should urge multiple methods of reporting - written reports, panel discussions, short stories, plays, models, displays, etc.
Quasi-Religions 1. Voodoo 2. Witchcraft	B. The student will distinguish (by verbal explanation) between religions and quasi-religions.	2. Teacher or highly motivated group might explore one religious quest to understand behavior. Example: Ulysess spent 30 years on a "goosechase" because two gods had a personality conflict. Or - our attitude toward snakes might be examined in light of the Garden of Eden story. Filmstrip <u>Mythology is Alive and Well</u> may be shown. A brief account of the Voodoo practices of Haiti and the witchcraft practices of early Salem might offer basis for a comparison of religion and quasi-religion practices. <u>The World Book Encyclopedia</u> offers fair accounts of both. After the readings, panels of students or small groups should discuss findings; conclusion should be drawn.
Pseudo-sciences	C. The student will evaluate the validity and importance of pseudo-sciences in explaining human behavior. NOTE: Efforts should be	1. Urge small groups of students to examine at least one of the following pseudo-sciences: A. Numerology B. Phrenology C. Astrology

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Man has searched within himself by taking drugs, alcoholic spirits, and exotic foods to find explanations for his behavior.	made not to romanticise pseudo-sciences, but to view them objectively.	D. Graphology E. Palmistry F. Ouija Boards G. Dream Books Very interesting class reports can be made from this study. Students are usually able to see short-comings of pseudo-sciences in explaining human behavior. It is important for teacher or students to record these short-comings for reference when comparing them with psychology.
	D. The student will analyze (research paper or formal report) the use of drugs from the standpoint of effective living. As a result of the analysis, he should make a value judgment on the use of drugs. Sub-objectives may include the following:	2. Many newspapers and magazines have columns devoted to astrology, graphology, numerology, and horoscopes. Make a bulletin board of such articles and point out the lack of scientific practices and facts. 3. Have students compare telepathy and hypnosis with the pseudo-sciences. How should these practices be classified? The assumption can be made that most students in this age group will have a basic knowledge of drugs and the effects they produce. Categorization by effect should produce a workable list. From this point, information on the historical use can either be presented by the teacher or brought out by class discussion. Examples might include some of the following: 1. Vikings use of mushrooms to produce the feeling they were godlike and invincible. 2. Jivaro Indians taking a hallucinogenic drug which produced the state of thinking that, "The world produced by drugs is the only real one, the normal world is only an illusion."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	The student will be able to list and categorize different drugs by their effect upon behavior. List four or five examples of the historical use of drugs. Name five types of foods with the believed behavioral changes which supposedly result. List the signs of alcoholism; and state the behavioral changes produced by alcohol.	3. The belief of some that the Biblical prophets wrote under influence of hallucinogenic drugs. 4. The use of peyote and mescaline by the American Indians. 5. Timothy Leary and the LSD cult. The students at this point could write a paper which analyses the understandings that are achieved by the users of these substances. The students would draw conclusions of their own as a result of this analysis. Some students might prefer to make a study of the influence of drugs on our modern culture: language, art, music, movies, plays, etc. 6. Show the following filmstrips <u>The Drug Information Series, 4 filmstrips, Guidance Associates</u> <u>LSD: The Acid World, Guidance Associates</u>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SCIENTIFIC METHOD "The sciences are systematic classifications of knowledge which have been verified and exactly described." (Branca, p. 3) The aims of psychology are identical with those of all sciences: 1. The arrangement of a mass of facts into an orderly system. 2. Prediction of future activity on the basis of this system, and 3. The exercise of control to bring about a desirable outcome.	A. The student will discover through his own efforts that the one truly distinguishing mark of the sciences is the manner in which knowledge is discovered and analyzed. That statements of authorities unsupported by experiment or by repeated observation have no place in science. NOTE: Through the use of methods used by the psychologists the student should see the difference between true science and pseudo-science. The teacher must be careful <u>not</u> to make psychological methods laborious and boring thus defeating the main purpose: further inquiry into the psychological sciences.	1. Teacher should spend some time reviewing the steps of the experimental method in psychology. Or the films, <u>Scientific Method</u> or <u>Scientific Methods in Action</u> might be shown. 2. The student should perform simple <u>experiments</u> following carefully the scientific method. This includes a carefully planned and controlled arrangement. One variable is deliberately manipulated while the other variable is observed and measured. (See Sargent and Stafford, pages 5-9 and Candland and Campbell, pages 20-25.) 3. The student should be exposed to the other psychological methods as follows: A. <u>Survey</u>. Where it is impractical to contrive a controlled situation, survey techniques may be used. The scientific goal is the same--to relate variables. B. <u>Case Study Approach</u>. The object is to gather detailed information about a relatively small class of phenomena, such as the living conditions of a ghetto family, or the behavior of a student on his first day at school. Case analysis involves a sequence of steps: recognition of the problem, analysis of the facts, establishing hypotheses, formulation of generalizations or decisions. C. <u>Introspection or Self-study</u>. Here the student reports his own inner experiences. A "My World" paper is one technique. The use of projective tests is another. Despite its subjective nature, self-study yields evidence that can be obtained in no other way and can be of great value to the young adult.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. The students might read and/or do research on the following: Freud (the <u>Primer of Freudian Psychology</u> is inexpensive and readable); <u>Behaviorists</u> (<u>Walden Two</u> by B. F. Skinner); and Humanists (Roger's book: <u>On Becoming a Person</u> is excellent for good readers.) The idea is to have the student look deeply into one of the major influences of modern psychology.

GOAL: THE STUDENT WILL DESCRIBE THE FIELDS OF PSYCHOLOGY AS THEY EXIST TODAY: THEIR HISTORY, POSSIBLE CAREERS, NECESSARY TRAINING, AND APPLICATION TO THE STUDY OF BEHAVIOR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV PSYCHOLOGY TODAY	A. The student should select the field of psychology which most interests him and make a scrapbook or written report which: 1. Describes the field and major figures. 2. Traces its development. 3. States the educational and certification requirements. 4. Enumerates the rewards of working in that field. 5. Identifies persons in his community who provide the service described above.	1. The teacher should plan to use the last week of this nine week unit to invite guest speakers from each of the fields of psychology. The purpose is to give students first hand reports by persons working in the field about: A. Opportunities for young people in the various fields. B. Training necessary for each position. C. The importance of using psychological techniques which can be applied to solve problems of everyday life. D. Community resources available. 2. See Appendix I for a brief description of some of the fields of psychology today.

GOAL: THE STUDENT WILL EXPLAIN HOW PSYCHOLOGICAL TECHNIQUES MAY BE APPLIED TO SOLVING PROBLEMS OF EVERYDAY LIFE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: THE FOLLOWING EXERCISE AND OBJECTIVES ARE TAKEN FROM <u>INTRODUCTION TO THE BEHAVIORAL SCIENCES</u>, HOLT, RINEHART, AND WINSTON, INC., CHAPTER 5, "SCHIZOPHRENIA," PP. 187-230 AND THE <u>TEACHER'S GUIDE TO INTRODUCTION TO THE BEHAVIORAL SCIENCES</u>, CHAPTER 5, "SCHIZOPHRENIA," PP. 72-85.		
Development of Psychology and Psychiatry Identification and treatment of odd behavior: i.e. Schizophrenia	Page 74: #34 "A Schizophrenic Child" A. To know that the symptoms of schizophrenia can appear in very young children B. To know that some behavioral scientists believe that schizophrenia is a result of disturbed child-parent relationships C. To know that treatment of childhood schizophrenia is usually slow and frustrating	Given a description of a schizophrenic child, written by the psychotherapist who treated him, to be able to separate statements of fact from the therapist's hypotheses or hunches References: Reading 34 Filmstrip 6, "Two Studies in Schizophrenic Art" (Container 6 in A-V Kit; description on Guide p. 150)
	Page 76: #35 "What Do We Know About Schizophrenia?" A. To know that more than half the hospital beds in the United States are occupied by mental	Given a brief account of recent schizophrenia research, to be able to formulate questions that have not yet been satisfactorily answered and to suggest the kinds of research that will be needed in order to answer them

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	patients, and that more than half of these patients are diagnosed as schizophrenic B. To know that researchers disagree about the underlying causes of schizophrenia, some believing that it is organic, others that it is psychogenic, and others that it is both	Reference: Reading 35
	Page 78: #36 "Treating Schizophrenics" A. To know that disagreement among behavioral scientists regarding the origins of schizophrenia is reflected in the methods therapists use to treat it B. To know that somatic therapies are methods of treatment aimed at changing the patient's behavior through changing his physiological functioning C. To know that psychotherapies are methods of treatment aimed at changing behavior through psychological, rather than physiological techniques	Given a recording of a psychotherapeutic interview, to be able to recognize some of the limitations of psychotherapy as a treatment for serious disturbances References: Reading 36 Record, Side 1, Band 3, "A Psychotherapeutic Interview" (record in A-V Kit; script on Guide pp. 151-155)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	Page 80: #37 "Treating Schizophrenia: A Behavioral Approach" A. To know that some behavioral scientists are experimenting with new methods of therapy called conditioning, reinforcement, or behavior therapy which assume that therapists' efforts should be aimed at modifying the behavior of the patient through rewarding his "normal" behavior rather than helping the patient to understand the underlying causes of his behavior B. To know that while the results of some research of this kind have been encouraging, it is also a slow and expensive procedure Page 82: #38 & #39 "The Quest for Sanity" A. To know that much of the behavior of schizophrenics is "mad" only in the sense that it is different from prevailing societal norms B. To know that much of the behavior that is considered normal in our	Page 80: #37 "Treating Schizophrenia: A Behavioral Approach" To be able to apply conditioning principles to shape the behavior of a person or an animal Reference: Reading 37 Given a fictionalized account of the experiences of a schizophrenic girl, to be able to understand something about mental illness from the viewpoint of the patient Reference: Readings 38 and 39 NOTE: Students should be encouraged to read all of <u>I Never Promised You a Rose Garden</u> if they wish to. You may be able to facilitate this by arranging for a bulk purchase of the Signet paperback edition, published by the New

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	society is actually quite "mad" when viewed from a broader perspective Page 84: #40 "A Radical View of Schizophrenia" A. To know that some psychiatrists believe that the schizophrenic's behavior represents a strategy that he has invented in order to enable him to live in an unlivable situation B. To know that some psychiatrists theorize that for many people, a schizophrenic episode may be a trip to an inner world that may end, without treatment, in a return to normalcy C. To know that some psychiatrists consider our present procedures for the diagnosis and treatment of schizophrenia to be misguided and degrading	American Library, 1301 Avenue of the Americas, New York, New York, 10019. To be able to examine critically the assumptions on which most of the treatment of the mentally ill has been based Reference: Reading 40

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: THE FOLLOWING EXERCISE AND OBJECTIVES ARE TAKEN FROM INTRODUCTION TO THE BEHAVIORAL SCIENCES, HOLT, RINEHART, AND WINSTON, INC., CHAPTER 7, "FRONTIERS OF BEHAVIORAL SCIENCE," PP. 109-123.		
Methods used in the Behavioral Sciences	Page 110: #52 "Brain Research and Aggression" A. To know that brain researchers have discovered how to control violent and aggressive behavior by physiological means B. To know that brain research will probably lead to the development of simple means of controlling the behavior of large masses of people through chemical stimulation C. To know that brain research raises moral and ethical questions of great importance to society Page 112: #53 "The Chemistry of Learning" A. To know that behavioral scientists have discovered chemical means of improving memory and "intelligence" in laboratory animals	To be able to develop a questionnaire designed to obtain data on attitudes of American adults toward behavioral control Reference: Reading 52 Through participation in a memory experiment, to be able to recognize some of the aspects of learning and memory in human beings that behavioral scientists are studying References: Reading 53 Class Handouts 14A and 14B, "Memory Experiment"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. To know that principles derived behavioral research have been used as foundations for a vision of an ideal society or utopia C. To know that some of the principles of behaviorism are consciously or unconsciously used in training American children	
	Page 120: #57 "Controlling Human Behavior - I" A. To know that many behavioral scientists do not share Skinner's vision of a behaviorist utopia B. To know the arguments Skinner uses to answer the critics of <u>Walden Two</u>	1. Given a defense of a society managed by techniques of behavioral control, to be able to recognize the advantages of such a society 2. To be able to relate the philosophy behind a proposal to specific features in that proposal Reference: Reading 57
	Page 122: #58 "Controlling Human Behavior - II" A. To know some of the problems that one behavioral scientist sees in a society run by Skinner's principles B. To know that Carl R. Rogers has proposed an alternative to Skinner's proposals which also	To be able to formulate ideas about how behavioral science should be used Reference: Reading 58

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	makes use of the findings of behavioral science C. To know that individual behavioral scientists are influenced by their values in deciding how their findings should be used	

APPENDIX I

PSYCHOLOGY TODAY

The study of human behavior includes a broad area. The following are some of the major fields of psychology:

- A. Clinical Psychology is at present the largest field of specialization. This field deals primarily with diagnosis, therapy, and research in connection with mental illness. The clinical psychologist has a Ph.D. degree in psychology. (Psychiatry is the branch of medicine which deals with the study, diagnosis and treatment of mental disorders. The psychiatrist has an M.D. degree, including specialization in psychiatry and several years of training or working with mentally disordered patients.) Important aspects of the clinical psychologist's work are described in Chapters II, XII, XIV, and XV of Basic Teachings of the Great Psychologists.
- B. Counseling Psychology deals with relatively minor emotional problems and vocational-educational guidance. Schools and colleges employ the greatest proportion of these psychologists. The psychologists working in this field are called counseling psychologists; their work is very close to that of clinical psychologists.
- C. Educational Psychology is concerned with psychology as it relates to education. Primary interests are in learning and mental testing. Closely akin to educational psychology is School Psychology, which, however, is more concerned with psychological applications in specific school settings. Chapters II, IV, VI, and IX of Basic Teachings... are concerned, in part, with the work of educational and school psychologists.
- D. Industrial Psychology deals with applications of psychology to industrial problems, for example: selection, placement, and training of personnel; supervision of human relations within a firm; surveying the effectiveness of advertising.
- E. Experimental Psychology is devoted to the development of the science of psychology. Basic principles are developed through laboratory experimentation. These principles, when feasible, are used by other branches of psychology. Most experimental psychologists are employed by universities and research institutes. Their work is referred to at many points throughout Basic Teachings of the Great Psychologists.
- F. Social Psychology deals with the ways a person influences others and is influenced by others. Government, private agencies and foundations, and universities employ specialists in this field. This field of social psychology is described in Chapter XVI of Basic Things ... (These descriptions from pages 10-11, Basic Teachings.)

APPENDIX II

SUGGESTED GRADING TECHNIQUES

Two techniques used with success with heterogeneously grouped students are (1) the contract system and (2) cumulative point system:

The contract system of assigning projects is frequently used for a long range project as well. In this type of assignment a contract is issued to the students with the assignment divided into sections. The divisions may well be designed so that the first part is expected of all pupils and includes material suitable to the entire class. The second section may be more difficult, and nearly all the students will be expected to complete it. The third section may be designed so that the above-average students will be able to complete it. The fourth section may be one that is provided for the academically talented. The entire contract is awarded to the class to be completed by a specified date. Naturally, the teacher will want to be certain that the students who are capable of each section, complete it within the assigned time limitation. Therefore, the teacher should periodically check to insure that the student is planning his time and will not let the assignment go so long that he must try to do it all in one night.

Cumulative point system is simply grading by total points. Everything the students do is assigned points - rather than letter grades - and a running total is kept by the student and teacher. Sub-total points should be published on the bulletin board at least every two weeks.

ATERIALS:

RECOMMENDED BASIC TEXTUAL MATERIALS:

- Brance, Alberta. Psychology: The Science of Behavior. Rockleigh, N.J.: Allyn and Bacon, 1964. (state ad
Engle, T.L. Psychology: Its Principals and Applications. New York: Harcourt, Brace and World, Inc., 196
adopted)
McKeachie, W.J. and Doyle, C.L. Psychology. Reading, Mass.: Addison-Wesley Publishing Co., 1966. (sta
adopted)
Sandberg, John H. Introduction to the Behavioral Sciences: An Inquiry Approach. New York: Holt, Rineha
Winston, Inc., 1969. (Teacher Manual Available)

SUGGESTED ALTERNATE CLASSROOM MATERIALS

A. TEXTUAL

- Hall, Calvin S. Primer of Freudian Psychology. New York: McGraw-Hill, 1966. (Paper)
Rogers, Carl. On Becoming a Person. Atlanta, Ga.: Houghton-Mifflin, 1970. (Paper)
Skinner, B.F. Walden Two. New York: McMillan, 1969. (Paper)

B. AUDIO-VISUAL

1. FILMS

- Black and White Uptight
Civil Rights Movement: The Personal View
Hereditary Basis of Evolution
Hereditiy and Environment
Hooked
Hopi Indians. The
I Have a Dream: Life of Martin Luther King
Marijuana
LSD: Insight or Insanity?
Red, White, and Blue. The
Scientific Method
Scientific Method in Action
Using the Scientific Method

25' 1-31689
28' 1-30602
10' 1-02226
20' 1-13216
10' 1-05241
35' 1-31704
34' 1-31743
28' 1-31731
27' 1-31478
11' 1-00183
19' 1-10079
11' 1-00187

2. FILMSTRIPS

	Guidance Associates
<u>Dare to be Different</u>	"
<u>Drug Information Series</u>	"
<u>I Never Looked at it That Way Before</u>	"
<u>Introduction to Behavioral Sciences</u>	"
<u>LSD: The Acid World</u>	"
<u>Mythology is Alive and Well</u>	"
<u>Personal Commitment: Where Do You Stand</u>	"
<u>The Alienated Generation</u>	"
<u>The Tuned-Out Generation</u>	"
<u>Values for Teenagers: The Choice is Yours</u>	"
<u>Your Personality: The You Others Know</u>	"

ADDITIONAL TEACHER REFERENCES

- Candland, Douglas K. and Campbell, James F. Exploring Behavior. New York: Premier Books, 1965. (Paper)
- Doherty, Michael E. and Shemberg, Kenneth M. Asking Questions About Behavior. Glenview, Illinois: Scott, Foresman and Company, 1970. (Paper)
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